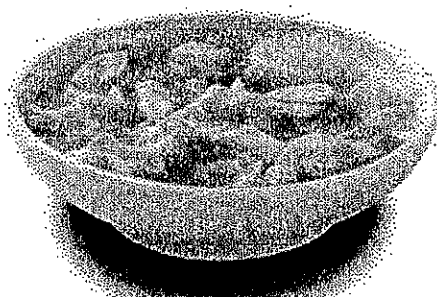


Name: _____

Period: _____



Pennsylvania Dutch Chicken Corn Soup

In 1683, the Plain Sects began to arrive in William Penn's Colony seeking a land of peace and plenty. They were a mixed people; Moravians from Bohemia and Moravia, Mennonites from Switzerland and Holland, the Amish, the Dunkards, the Schwenkfelds, and the French Huguenots. After the lean years of clearing the land and developing their farms, they established the peace and plenty they sought. These German-speaking people were originally called the Pennsylvania Deutsch. But time and custom have caused them to be known to us as Pennsylvania Dutch.

The Pennsylvania Dutch are hard-working people and they say, "Them that works hard, eats hearty." The blending of recipes from their many home lands and the ingredients available in their new land produced tasty dishes that have been handed down for generations. Their cooking was truly a folk art requiring much intuitive knowledge, for recipes contained measurements such as flour to stiffen, "a butter to size of a walnut," and "large as an apple." Many of the recipes have been made more exact..., providing us with a regional cookery we can all enjoy. Soups are a traditional part of Pennsylvania Dutch cooking One of the favorite summer soups in the Pennsylvania Dutch country is Chicken Corn Soup. Few Sunday School picnic suppers would be considered complete without gallons of this hearty soup.

1 stewing hen, about 4 lbs
 4 qts water
 1 onion, chopped
 10 ears corn
 ½ cup celery, chopped with leaves
 2 hard-boiled eggs
 Salt and pepper
 Rivals

Put cut-up chicken and onion into the water and cook slowly until tender a, add salt. Remove chicken, cut the meat into small (1-inch) pieces and return to broth, together with corn, which has been cut from the cob, celery, and seasoning. Continue to simmer.

Make rivels by combining 1 cup flour, a pinch of salt, 1 egg, and a little milk. Mix well with fork or fingers to form small crumbs. Drop these into the soup, also the chopped, hoard-boiled eggs. Boil for 15 minutes longer.

1. What is the author's purpose in writing the passage?
 - A. To explain what riveles are
 - B. To describe the taste of a favorite soup
 - C. To instruct readers in making a type of soup
 - D. To explain the origins of Pennsylvania Dutch cooking

 2. What additional information would best support the author's purpose?
 - A. A note on how many people the recipe serves
 - B. The name of the person who provided the recipe
 - C. A list of farmers' markets in Pennsylvania Dutch country
 - D. A statement of the author's credentials for writing a cookbook

 3. What is the author's purpose in writing the first two paragraphs of this passage?
 - A. To provide nutritional information about a recipe
 - B. To compare traditional and modern cookbook recipes
 - C. To provide background information on the Pennsylvania Dutch
 - D. To persuade the reader that the recipe is authentically American
-

Guided Practice 2

The Dissention

The scene changed again as they descended. On either hand ran ranges of woody hills, following the course of the river; and when they mounted to their tops, they saw beyond them a rolling sea of dull green prairie, a boundless pasture of buffalo and the deer, in our own day strangely transformed—yellow in harvest time with ripened wheat, and dotted with the roofs of a hardy and valiant yeomanry.

They passed the site of the future town of Ottawa, and saw on their right the high plateau of Buffalo Rock, long a favorite dwelling place of Indians. A league below, the river glided among islands bordered with trees that overhung the rippling current; while below them spread the valley of the Illinois. In broad low meadows, bordered on the right by graceful hills at whose foot now view the village of Utica.

1. What is the author's main purpose in writing these paragraphs?
 - A. to serve as a guide for tourists
 - B. to describe the setting that he is writing about
 - C. to persuade readers to visit the region for the scenery
 - D. to compare the site in prehistoric and contemporary times.
 2. How does the author's use of imagery in this selection to help communicate an idea?
 - A. It uses words that vividly appeal to the sense of sight.
 - B. It gives information that indicates the presence of danger.
 - C. It suggests that American settlement has spoiled the land.
 - D. It gives a bountiful description to attract settlers to the valley.
-

Your laptop's been stolen!



...or maybe you just left it in the bathroom at the airport. The trouble is, you're home in Wichita but the airport is in Singapore! Your personal files, your business records, your family photos—gone! Maybe your computer will be recovered, but maybe it won't.

That's why you need Kryptonite. It backs up your files online, automatically and securely. So no matter where your laptop is, your files and documents are recoverable in seconds. Get full Kryptonite protection starting at \$69 per year, ORDER NOW AT www.kryptonitesecurity.com

1. What is the author's purpose in writing this passage?
 - A. to warn the reader against computer theft
 - B. to advise the reader about Internet security
 - C. to describe a company's products and services
 - D. to persuade the reader to buy a product or service
 2. Which statement best describes how the author's use of the sentence "Your laptop's been stolen!" influences the reader?
 - A. The sentence indicates that crime in airports is a growing problem.
 - B. The sentence suggests that the company's product can deter thieves.
 - C. The sentence reminds you of the consequences if your laptop really was stolen.
 - D. The sentence implies that you should never leave a computer unattended in public.
-

Chief Joseph
from a speech given at Washington, D.C., in 1879

Chief Joseph (1840-1904) of the Nez Perce is best known for his resistance to the U.S. government's attempts to force his people onto a reservation.



...I have seen the Great Father Chief [President Hayes]...and many other law chiefs and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words will not give me back my children. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves.

I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians. If the white man wants to live in peace with the Indian, he can live in peace. There need be no trouble. Treat all men alike. Give them the same law. Give them an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be

contented, nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me. I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in a country where my people will not die so fast....

Let me be a free man to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think, and act for myself--and I will obey every law or submit to the penalty...

1. What is Chief Joseph's purpose in writing this passage?
 - A. To describe in detail the sorry situation of his people
 - B. To persuade the government to give his people justice
 - C. To express his indignation about settlers on the reservation
 - D. To inform the public about how his people have been treated.
2. Which additional information would best support Chief Joseph's purpose?
 - A. an explanation of how he came to Washington
 - B. a record of his conversation with President Hayes
 - C. the names of the government officials he has met with
 - D. details of the promises the government has made and broken
3. Read the sentence from the passage.

"You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases."

How does Chief Joseph's use of imagery in this sentence help to communicate an idea?

- a. It gives details about the reality his people face
 - b. It emphasizes the impossibility of life on a reservation.
 - c. It suggests that his people will go to war to keep their land.
 - d. It offers a vivid description of the country his people call home.
4. Which statement best describes how Chief Joseph's repetition of the phrase "good words" influences the reader?
 - a. It builds intensity toward a climax.
 - b. It offers conciliation to the government.
 - c. It uses figurative language to make a point.
 - d. It contrasts the government's words with its actions.

5. Read the sentence from the passage.

"The earth is the mother of all people, and all people should have equal rights upon it."

Explain how Chief Joseph’s use of the phrase “equal rights” influences the reader. Use information from the passage to support your explanation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.
